

## HUNLEY PARK ELEMENTARY

1000 Michigan Avenue  
North Charleston, SC 29404

**GRADES** PK-6 Elementary School

**ENROLLMENT** 508 Students

**PRINCIPAL** Michael Ard 843-767-5914

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	47	54	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Average	Excellent	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

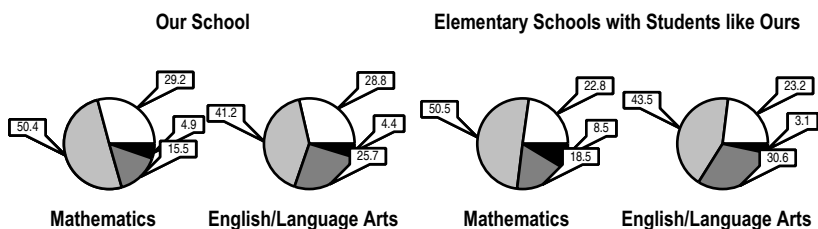
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	251	100.0	28.8	41.2	25.7	4.4	39.4	Yes	Yes
Gender									
Male	121	100.0	31.1	45.3	19.8	3.8	32.1		
Female	130	100.0	26.7	37.5	30.8	5.0	45.8		
Racial/Ethnic Group									
White	74	100.0	18.2	40.9	34.8	6.1	47.0	Yes	Yes
African-American	154	100.0	36.0	42.4	18.7	2.9	30.9	Yes	Yes
Asian/Pacific Islanders	10	100.0	11.1	22.2	55.6	11.1	0.0	I/S	I/S
Hispanic	10	100.0	22.2	33.3	33.3	11.1	0.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	224	100.0	25.6	41.4	28.1	4.9	42.4		
Disabled	27	100.0	56.5	39.1	4.3	0.0	13.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	100.0	28.8	41.2	25.7	4.4	39.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	28.1	41.6	25.8	4.5	39.4		
Socio-Economic Status									
Subsidized meals	172	100.0	34.4	42.0	21.0	2.5	32.5	Yes	Yes
Full-pay meals	79	100.0	15.9	39.1	36.2	8.7	55.1		

Mathematics - State Performance Objective = 15.5%									
All Students	251	100.0	29.2	50.4	15.5	4.9	35.0	Yes	Yes
Gender									
Male	121	100.0	25.5	60.4	8.5	5.7	33.0		
Female	130	100.0	32.5	41.7	21.7	4.2	36.7		
Racial/Ethnic Group									
White	74	100.0	19.7	51.5	19.7	9.1	50.0	Yes	Yes
African-American	154	100.0	36.0	49.6	12.2	2.2	25.9	Yes	Yes
Asian/Pacific Islander	10	100.0	11.1	44.4	33.3	11.1	0.0	I/S	I/S
Hispanic	10	100.0	22.2	55.6	22.2	0.0	0.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	224	100.0	26.6	51.2	16.7	5.4	36.9		
Disabled	27	100.0	52.2	43.5	4.3	0.0	17.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	100.0	29.2	50.4	15.5	4.9	35.0		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	28.5	50.7	15.8	5.0	35.3		
Socio-Economic Status									
Subsidized meals	172	100.0	33.8	50.3	14.0	1.9	26.1	Yes	Yes
Full-pay meals	79	100.0	18.8	50.7	18.8	11.6	55.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	61	98.4	14.8	40.7	38.9	5.6	44.4
	<b>Grade 4</b>	78	100.0	12.1	53.0	34.8	N/A	34.8
	<b>Grade 5</b>	57	100.0	37.7	49.1	13.2	N/A	13.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	100.0	21.1	36.8	35.1	7.0	42.1
	<b>Grade 4</b>	68	100.0	25.0	29.7	39.1	6.3	45.3
	<b>Grade 5</b>	76	100.0	31.0	53.5	14.1	1.4	15.5
	<b>Grade 6</b>	47	100.0	43.2	40.9	13.6	2.3	15.9
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	61	100.0	13.0	48.1	31.5	7.4	38.9
	<b>Grade 4</b>	78	100.0	13.6	57.6	19.7	9.1	28.8
	<b>Grade 5</b>	57	100.0	30.2	54.7	13.2	1.9	15.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	100.0	19.3	70.2	8.8	1.8	10.5
	<b>Grade 4</b>	68	100.0	15.6	53.1	21.9	9.4	31.3
	<b>Grade 5</b>	76	100.0	40.8	42.3	12.7	4.2	16.9
	<b>Grade 6</b>	47	100.0	36.4	43.2	15.9	4.5	20.5
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 508)				
First graders who attended full-day kindergarten	98.7%	N/C	100.0%	100.0%
Retention rate	0.5%	N/A	3.2%	2.7%
Attendance rate	96.0%	Up from 95.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.2%		3.6%	3.5%
Eligible for gifted and talented	11.8%	Down from 12.3%	12.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Up from 5.5%	9.5%	8.2%
Older than usual for grade	1.2%	Down from 8.1%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	34.3%	Down from 34.5%	48.3%	51.4%
Continuing contract teachers	74.3%	Down from 79.3%	87.5%	87.5%
Highly qualified teachers**	93.9%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	10.3%		0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 82.8%	86.4%	86.7%
Teacher attendance rate	93.6%	Down from 96.1%	94.5%	94.9%
Average teacher salary	\$36,994	Down 2.3%	\$40,013	\$40,760
Prof. development days/teacher	14.3 days	Up from 12.6 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 22.3 to 1	18.6 to 1	18.9 to 1
Prime instructional time	87.0%	Down from 89.0%	89.3%	90.0%
Dollars spent per pupil*	\$5,086	Up 1.6%	\$5,858	\$6,044
Percent of expenditures for teacher salaries*	67.2%	Down from 68.2%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

It has been an honor to serve this community as the principal of Hunley Park Elementary School. I would like to applaud the superb efforts of our teachers and staff for the countless hours of dedication to our task of educating your children.

Our school faced several challenges this year: transition regarding a new principal; teachers working in new grades levels for the first time; receiving students from other school zones as part of the No Child Left Behind legislation; and last, but certainly not least, complete renovation.

I am happy to report that our staff not only faced these challenges, but overcame them with determined efficiency!

Our staff enacted an instructional plan that ensured that all students had the opportunity to engage in complex learning systems geared to each developmental level. We worked diligently to plan, organize, and execute our plan of instruction. We provided well-balanced classrooms with low student/teacher ratios to maximize the learning potential and provided specialized programs, such as PAWS (math enrichment), Worldview, and after-school tutoring to enhance, enrich, and excite our students.

We also have assessment tools at every grade level which helps us to track our students' achievement every quarter. We use these assessments and benchmarks to determine our instructional planning needs for individual students.

We are diligently working to raise the academic achievement of our students. In fact, we are literally planning on it! As part of the Charleston Plan for Excellence, we are focused on the development of a rigorous, coherent curriculum, which will serve as a roadmap to higher achievement.

We have the right people in place, we have the clear vision, and we have the unstoppable determination to make Hunley Park Elementary the school in Charleston County! Please join us in our journey to excellence!

Michael Ard, Principal  
Dr. Anne Dukes, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	44	48
Percent satisfied with learning environment	75.0%	72.7%	100.0%
Percent satisfied with social and physical environment	75.0%	70.5%	100.0%
Percent satisfied with home-school relations	69.4%	84.1%	87.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.